



Personal, Social and Emotional Development

Progress Model for Knowledge and Skills

	Expectations for 2-3 Year Olds				Expectations for Pre-School		Expectations for Reception		ELG
S e l f - R e g u l a t i o n	Begin to manage transitions.				Begin to manage transitions with minimum distress		Manage transitions independently		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
	Develop self-assurance.				Develop appropriate ways of being assertive				
	Begin to show 'effortful control'				Show more confidence in new social situations.				
					Talk with others to solve conflicts and find solutions to conflicts and rivalries.				
	Feel strong enough to express a range of emotions	Be increasingly able to talk about and manage their emotions	Safely explore emotions beyond their normal range through play and stories.	Talk about their feelings in more elaborated ways	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Understand gradually how others might be feeling	Express own feelings and consider the feelings of others	Identify and moderate own feelings socially and emotionally	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions									

M a n a g i n g S e l f	Grow in independence, rejecting help (“me do it”).	Show an increasing desire to be independent	Start eating independently and learning how to use a knife and fork.	Show resilience and perseverance in the face of a challenge	Manage their own needs, including personal hygiene	Know and talk about the different factors that support their overall health and wellbeing	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Learn to use the toilet with help, and then independently.	Be increasingly independent in meeting their own care needs.					
		Be increasingly independent as they get dressed and undressed.					
		Make healthy choices about food, drink, activity and toothbrushing					
	Show more confidence in new social situations						
	Increasingly follow rules, understanding why they are important	Remember rules without needing an adult to remind them					
B u i l d i n g R e l a t i o n s h i p s	Engage with others through gestures, gaze and talk and use this to achieve a goal	Begin to use social phrases – hello, goodbye, good morning, good afternoon				Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.	
	Notice and ask questions about differences						
	Develop friendships with other children	Play with one or more other children, extending and elaborating play ideas		Build constructive and respectful relationships	Think about the perspectives of others		
	Develop their sense of responsibility and membership of a community.						